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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 24 titles deal with a variety of topics, including the following: (1) the relationship between changing sex-role attitudes and behaviors and changing decision-making patterns among married couples; (2) a comparison of the effect of two sex education models for families upon sex knowledge, general communication, and sexual communication; (3) the rhythmic structure in mother-newborn interactions; (4) a sociolinguistic perspective of family communication; (5) interaction characteristics of emergent leadership; (6) adolescents' personal relationships and communication network involvement; (7) what expectant mothers tell their unborn children; (8) a formal model of information exchange in initial interaction; (9) the relationship between person characteristics and attitudes toward black speakers and white speakers of informal nonstandard English; (10) an analysis of jury size and deliberation processes; (11) the influence of age and sex on perceptions of communication competency; (12) paralinguistic, kinesic, and verbal indicators of uncertainty in atypical interactions; (13) the effects of physical attractiveness on perspective taking perception of situation and communication style; and (14) a model of family functioning using adaptability, cohesion, and communication. (HOD)

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Abstracts of the following dissertations are included in this collection:

Balthazar, Mary Lou
A STUDY OF THE RELATIONSHIP BETWEEN CHANGING SEX-ROLE ATTITUDES AND BEHAVIORS AND CHANGING DECISION-MAKING PATTERNS AMONG MARRIED COUPLES

Benson, Richard L.
THE COMPARISON OF THE EFFECT OF TWO SEX EDUCATION MODELS FOR FAMILIES UPON SEX KNOWLEDGE, GENERAL COMMUNICATION AND SEXUAL COMMUNICATION

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EFFECTS OF SITUATIONS, TARGET, AND INTERPERSONAL COSTS UPON COMPLIANCE-GAINING MESSAGE CHOICES: A BEHAVIORAL ANALYSIS

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A STUDY OF THE RELATIONSHIP BETWEEN CHANGING SEX-ROLE ATTITUDES AND BEHAVIORS AND CHANGING DECISION-MAKING PATTERNS AMONG MARRIED COUPLES

Order No. DA8406431

BALTHAZAR, MARY LOU, D.S.W. *Tulane University, School of Social Work*, 1983. 159pp. Chairman: Raymond W. Swan

The purpose of the study was to examine the relationship between husbands' and wives' perceptions of changing sex-role attitudes, division of household labor, decision-making, and to determine to what extent these perceptions varied as a function of sex, race, age, and socio-economic status. The study also examined the normative pressures for women to work for pay to determine the extent these pressures varied as a function of race.

The sample consisted of 922 married persons ranging in age from 20-77 and residing in the City of New Orleans. The sample comprised two major racial groups: Caucasian (49.3 percent) and Black (48.7 percent).

The findings showed respondents' sex-role attitudes differed by race and age. Their perceptions of the division of household labor differed as a function of race and sex. However, respondents' perceptions of household decision-making differed as a function of sex and age.

Black females experienced greater normative pressures to work for pay than white ones.

THE COMPARISON OF THE EFFECT OF TWO SEX EDUCATION MODELS FOR FAMILIES UPON SEX KNOWLEDGE, GENERAL COMMUNICATION AND SEXUAL COMMUNICATION

Order No. DA8414813

BENSON, RICHARD L., PH.D. *University of Missouri - Kansas City*, 1984. 67pp.

The purpose of the study was to compare the efficacy of two sex education models for families. The models differed in that young people and their parents were either separated or together for the sex education seminars. Participants were single and dual-parent families with 13-17-year-olds. Twenty-one families were divided into three groups of seven families. They were matched according to single and dual-parent structure. The three groups were randomly assigned as family sex education, traditional, separate-group sex education, and control by use of a coin flip. Due to illness and family difficulties which prevented followup posttesting, three families were not included in the research project. Therefore, 24 adults and 20 adolescents who were members of 18 family units participated in the study.

A posttest-only control group design was employed. Data were analyzed separately for adults and young people by Discriminant Analysis and Canonical Correlation. Sex knowledge measures included the knowledge section of the Sex Knowledge and Attitude Test and Sex Knowledge for Junior and Senior High. Trained judges rated videotapes of family interaction to measure families' effective general and sexual communication.

Sex education seminars were held simultaneously in a Friday evening-Saturday format for nine hours. Both seminars covered approximately the same content and were led by facilitators with experience in sex education and family counseling.

Results of followup posttesting indicated that there was a statistically significant difference among adult members of the three groups in general self-expression. Although not used to test hypotheses, immediate posttesting showed a statistically significant difference among adolescent members of traditional and control groups in sexual responsivity.

LOCAL CALL-IN RADIO: A STUDY OF THE SEARCH FOR ADVICE AND SOCIAL NETWORKS

Order No. DA8409384

BRONSTEIN, EVA MINDY, PH.D. *City University of New York*, 1984. 349pp. Adviser: Charles Winick

The present study used content analysis, survey research and in-depth personal interviews to test whether resourceful people turn to advice formats on radio in times of increased change and impermanence. An examination of the social network possibilities was also conducted. Its history and unique characteristics of intimacy, immediacy and anonymity make radio a suitable source of information and advice, as well as the creation of a social network of "unfamiliar others". The findings of this study goes counter to previous studies that were critical of those who turned to call-in radio.

It was found that listeners selectively expose themselves to call-in hosts. Call-in radio both reflected and promoted shared social reality. Many listeners consider call-in radio to be a "Window on the World," calling it an honest slice-of life, a vehicle for catharsis and vicarious experience. Hosts were considered credible and proficient.

Topics such as health, personal finance, family advice and the economy were considered by the listeners to be most interesting and most likely to lead to discussion and personal use.

The call-in hosts were found to "frame" calls by using cues to both encourage and discourage calls as well as assert authority. The audience perception of hosts as believable and expert was confirmed by content analysis and radio staff evaluation.

Social learning and parasocial interaction were two consequences of call-in radio. Listeners admitted to vicarious reinforcement and considered the hosts to be friends and co-workers.

Radio anonymity was necessary to open the discussion of private issues and protect callers from sanctions. Listeners and radio staff identify three motivations for calling: Free advice, holding a legitimate question, and ventilation of frustration.

Fishman's work on conversation analysis and gender difference was applied to host and caller interaction. Male callers made more statements, female callers asked for questions.

Call-in radio staff were found to be "hegemonic" as a result their self-defined roles, responsibilities, the "community" they attend to, and the screening process which defines and limits discussion. Hosts were found, in general, to present a conservative view of the world that protects the status quo. However, call-in radio was found a more open forum of ideas than other commercial radio formats.

AN INVESTIGATION OF INTERACTION INVOLVEMENT AND JUDGMENTS OF INTERPERSONAL COMMUNICATION COMPETENCE

Order No. DA8418921

BRUNNER, CLAIRE CAROLINE, PH.D. *The Ohio State University*, 1984. 205pp. Adviser: Professor Donald J. Cegala

The purpose of this dissertation was to investigate the relationship between interaction involvement and judgments by self, partner, and observers of a person's interpersonal communication competence. Interaction involvement is a trait related to interpersonal communication competence, and is comprised of three dimensions: responsiveness, perceptiveness, and attentiveness. A review of studies reported by Cegala and his colleagues indicated that high- and low-involvement individuals may be differentiated by use of face-saving strategies, nonverbal behavior, neuroticism, self-esteem, assertiveness, communication apprehension, self-reported interpersonal communication competence, and cognitive and affective responses to dyadic interactions. No previous study had examined others' perceptions of an individual's interpersonal communication competence with respect to interaction involvement.

The three major hypotheses predicted that high-involvement subjects would be rated as higher in interpersonal communication competence than low-involvement subjects by: (1) self, (2) partner, and (3) observers. One hundred and twenty subjects were paired and participated in a six-minute videotaped conversation. Competence scores for each subject were obtained from self, partner, and observers.

Hypothesis 1 was supported but with the qualification that high-involvement subjects whose perceptiveness scores were below average rated themselves as lower in competence than did low-involvement subjects whose perceptiveness scores were higher than average.

Hypothesis 2 was not supported, in that high-involvement subjects were not rated as higher in competence by their conversational partner than were low-involvement subjects. However, sex of the subject had an effect on partner ratings such that female subjects were rated as more competent than male subjects.

Hypothesis 3 was not supported. No differences in observers' ratings of high- and low-involvement subjects were observed.

The general conclusion drawn from these findings was that, while high- and low-involvement individuals have been differentiated on several relevant variables and behaviors, these differences are either not perceived by others, or if perceived do not affect their ratings of a person's interpersonal communication competence. Lack of knowledge about the actor and low reliability between observers were cited as other major explanations for the findings. Suggestions for future research on interaction involvement and interpersonal communication competence were made.

RHYTHMIC STRUCTURE IN MOTHER-NEWBORN INTERACTIONS

Order No. DA8415599

CENSULLO, MEREDITH VIRGINIA, PH.D. *Boston College*, 1984. 124pp.
Director: Dr. John Travers

This study explores mother-newborn interaction for the presence of a rhythmic structure, change in rhythmicity over time, differences between healthy term and preterm dyads and relationships between physiologic and interaction rhythms.

Finding a rhythmic structure in mother-newborn interaction is evidence of predictability or regularity in the behavior. The regularity facilitates coordinated action or synchrony. Rhythmicity promotes synchrony by providing a timing mechanism, which promotes speech and language development, heightened levels of affect and extended periods of attention.

In this study, 48 mother-newborn pairs (24 term and 24 preterm) were examined in the hospital at term, 42 and 44 weeks. The data were analyzed using spectral analysis.

The findings indicated a reliable rhythmic structure in all dyadic interactions. The results revealed a significant effect for group and examination. The relationship between heartbeat and behavior showed a significant examination effect; however, the strength of relationship decreased from the first to the third examination.

The results indicate a rhythmic structure in interaction of mother-newborn pairs. Preterm dyads had stronger rhythms than term dyads; both groups showed an increase in rhythmicity over the first month of life; there was some relationship between physiology and behavioral rhythms, although the direction of coherence was opposite of that expected.

This study operationalized "rhythmicity" and found quantitative evidence of a rhythmic structure in interaction, a difference between groups, and change over time. The dyadic code, developed for this study, has the potential to be used to trace patterns in social behavior as a process rather than specific behaviors. This information provides base-line data for future studies of rhythmicity in social behavior.

FAMILY COMMUNICATION: A SOCIOLINGUISTIC PERSPECTIVE

Order No. DA8409433

DALY, LOU ANN, PH.D. *Georgetown University*, 1983. 342pp.

The family is a social institution which effects and is affected by social change. It is also a system of relationships such that each individual member reflects the system and is reflected in it. One way to understand society and the behavior of individuals and to provide for their needs is to understand the nature of families.

Of the many perspectives from which a family is studied, most researchers today acknowledge that the study of the family through its patterns of interaction is a promising perspective but one for which the analytic methods are lacking (Hill 1981). Studies are lacking in their development of communication measures for characterizing the communication processes of small groups and families (Wood 1983).

The goal of this study is to address the needs of family researchers, interactionists, and communication researchers by applying sociolinguistic principles to family interaction. The sixteen families studied here are part of a larger sample of families classified by laboratory card sort dimensions (Oliveri and Reiss 1981). The classification reflects basic underlying processes in the families which predict how the families will interact in different social situations. By analyzing the same families, the sociolinguistic study attempted to determine whether communication measures can be used to identify the same underlying processes.

The sociolinguistic method identifies specific linguistic items, utterance level forms and functions, and discourse level phenomena to characterize family styles of communication. Bernstein's (1972) elaborated and restricted codes are integrated with notions of topic choice, speech act theory, discourse phenomena and principles of communication theory to characterize group patterns. A classification of families according to the quality of interaction and dimensions of cooperation, task talk, shared view, and support is offered.

Findings indicate very strong parallels between the classifications of families according to problem-solving dimensions developed by Oliveri and Reiss (1981) and the communication dimensions. The sociolinguistic approach is able to tap underlying properties and processes of families and is seen to offer the kind of systematic analysis called for by interactionists, communication researchers and family researchers.

INTERACTION CHARACTERISTICS OF EMERGENT LEADERSHIP

Order No. DA8420746

DRECKSEL, G. LLOYD, PH.D. *The University of Utah*, 1984. 226pp.
Chairman: B. Aubrey Fisher

This dissertation describes the empiricaliy discovered interaction characteristics of emergent leadership. The data base of this study is more than 100 hours of interaction which occurred over extended group history in 15 leaderless discussion groups. This interaction was coded into the categories of two interaction analysis systems resulting in 250,655 separate codes available for analysis. Stochastic probability (i.e., Markov) analysis was applied and the interaction of leaders and nonleaders was compared.

The results of this study suggest leader interaction tends to be idiosyncratic (i.e., distinctive from the overall group interaction). Leaders tend to distribute this interaction across a wider variety of dyadic partners, communicative functions and developmental stages of group history than do nonleaders. Leader interaction appears to be characterized by structured sequential interaction; however, no *specific* forms of interacts characterize leader participation. Rather, leader interaction tends to be characterized by diversity and variety. In summary, leader interaction appears to be characterized by complexity.

The "leader as medium" metaphor is employed to explain the results. This metaphor assumes group information processing is extremely equivocal. For the group to accomplish its task (i.e., process information), informational equivocality must be reduced to manageable levels. According to the law of requisite variety, to reduce informational equivocality, the group must first register the degree of the equivocality present in the group information environment accurately. A good medium is similar to a contour gauge in the sense that it possesses characteristics which accurately register equivocality. Equivocality is evident in the sources of group system complexity: the repertoire of communication functions, the interactional partners and the developmental stages of group history. The results of the study suggest the leader is the member who responds to those sources of complexity with an equivalently complex range of interaction behavior. Thus, the interaction of the leader is analogous to a good medium in that its function is to accurately register and retain the degree of equivocality required by the group information processing system. Enhanced enactment processes enable the leader as medium to more accurately register the "raw materials" required by the group system for retrospective sense making.

AN EXPERIMENTAL INVESTIGATION OF THE EFFECTS OF SEX, PSYCHOLOGICAL ANDROGYNY, AND INFORMATION ON ATTITUDE CHANGE

Order No. DA8402016

DZIADOSZ, GRETCHEN ANN, PH.D. *The University of Wisconsin - Madison*, 1983. 161pp. Supervisor: Professor Winston L. Brembeck

The study was designed to (1) control for possible confounds in previous attitude change research indicating that women are more persuasible than men; (2) investigate whether degree of sex-typing, as measured by the Bem Sex-Role Inventory (BSRI), might be a more significant factor than sex; and (3) determine whether or not accumulated information and/or prior beliefs might constitute a more significant factor in producing attitude change. Two hundred and fifty-four experimental and fifty-five control subjects were tested, after extensive pretesting with other subjects, on numerous measures. These include the BSRI, as well as measures for accumulated information on four topics, attitude, beliefs, and other measures of control variables. Since one of the topic treatments was not effective, a 3 (sex-typing) x 3 (topic) x 2 (sex) factorial posttest only design was used, with dependent variables of attitude and belief change. Amount of information was a covariate. The sex differences reported in some previous works were not found. A similar study by Montgomery and Burgoon (1977) was replicated. However, those results, in the context of the present study suggest the method used by Montgomery and Burgoon is limited, if not invalid.

ADOLESCENTS' PERSONAL RELATIONSHIPS AND COMMUNICATION NETWORK INVOLVEMENT

Order No. DA8419133

EGGERT, LEONA LOUISE, PH.D. *University of Washington*, 1984. 176pp.
Chairperson: Professor Malcolm R. Parks

This study considered the role of *communication networks* in adolescents' best friendships and dating relationships. The focus was on the adolescents' interpersonal communication and attachment to each other: and on how interaction with their family and peer networks covaried with the personal relationship development. Data were gathered on 204 *existing* best friendships and 134 dating relationships among high school students.

Hypotheses linked the relationship dynamics with communication network involvement: a systems model helped identify the dimensions and their interrelatedness: *interpersonal processes* served to predict the structural transitivity, and adolescent developmental tasks predicted differences across relationship types and for this age group. Because an existing model of network involvement and romantic involvement was tested, it meant asking: Would the same pattern of associations among dyadic and network dimensions hold across the life-cycle and across relationship types?

A LISREL V confirmatory factor analysis isolated both symmetry and asymmetry in the adolescents' friendships and dating relationships. Positive associations occurred in both groups among four relational development factors: (1) time spent together, (2) perceived similarity, (3) intimacy, and (4) relationship commitment: and for network factors: (1) support for the personal relationship from the adolescent's own network of family and friends, (2) support from the partner's network, (3) number of people known in the partner's network, and (4) attraction to these persons.

Two measurement models were confirmed: one for close friendships and one for dating relationships. Furthermore, when the two models were tested for equality in their factor structures, significant differences occurred in how the dyadic dimensions covaried with network involvement factors. Overall, differences also occurred in the models found for this adolescent population as compared to the existing model tested which was based on a young adult population. Hence, the study provides an understanding of how personal relationship development and communication network involvement varies during adolescence and for the trajectories of friendships versus dating relationships.

MATRIX MURMURINGS: WHAT EXPECTANT MOTHERS TELL THEIR UNBORN CHILDREN

Order No. DA8416832

GLOVER, LAURA VONWISMANN, ED.D. *Boston University*, 1984. 116pp.
Chairperson: A. Cornelia Sheehan

The existence, content, and quality of maternal verbal communication with the unborn child were explored in this study, using qualitative research methods. The intent of the investigation was to determine the feasibility of analyzing prenatal conversations for the purpose of the possible prediction of future mother-child relationship problems. Ten expectant mothers were interviewed, during the second half of their first pregnancies, using a combination of open-ended questions and an interview guideline. Audiotapes were made while the study participants related the essence of their talks with their fetuses.

Individual variations in the findings were evident regarding the quality, temporality, and frequency of the talking, and the topics addressed with the preborn child.

Some of the common subject themes identified were: significant others, preparations in progress for the baby, impatience for the birth to occur, and the relating of present events which were happening "on the outside". The quality of the interactions seems to depend on maternal personality and usual communication style as well as whether the mother's concerns focus more frequently upon herself or upon the fetus.

Due to the qualitative focus and small sample the study results cannot be generalized. However, it is apparent that examination of prenatal conversations with the fetus is valuable and shows great promise as a method for the early identification and treatment of potential mother-child relationship difficulties. The information needed to implement this process must be determined from future studies using quantitative surveys and standardized personality and maternal-fetal attachment measurement tools.

RELATIONSHIP OF FAMILY COHESIVENESS AND CONFIRMATION/DISCONFIRMATION, NON-IMMEDIACY AND PERCEIVED CONFIRMATION

Order No. DA8411929

GOLDBERG, JUDY HILLER, PH.D. *University of Denver*, 1983. 184pp.

The purpose of the study was to investigate the relationship between family cohesiveness and family communication. Family cohesiveness, it was theorized, is related to the amount of functionality present in the family's interaction. Functional interaction was operationalized as communication that is confirming, as measured by Sieburg's Confirmation/Disconfirmation Category System and Sieburg's Perceived Confirmation Scale, and by non-immediacy, as measured by Weiner and Mehrabian's language categories. Hypotheses were tested that were derived from the following propositions which stated that families that are moderate on the cohesiveness dimension engage in more confirming communication, and in less non-immediate communication than do families that are either low or high on that dimension. Moderately cohesive families, it was hypothesized, would communicate in a significantly more confirming and less non-immediate manner than would families that are low or high in cohesiveness.

Families in the study were composed of an adult male, and adult female, and at least one child between the ages of 14 and 19, all of whom shared a common residence and none of whom had a history of hospitalization for mental disturbances.

The interaction of 58 families that met these criteria and who were selected by a non-randomized snowball sampling plan, was audio tape-recorded for 20 minutes. Five one-minute randomly selected segments from each family's interaction were analyzed for confirmation/disconfirmation and non-immediacy. Each family member also filled out a cohesiveness measure (modified FACES) and a Perceived Confirmation Scale.

Families were divided into low, moderate and high cohesiveness groups on the basis of their modified FACES scores. The Confirmation/disconfirmation and non-immediacy ratios for the low, moderate and high cohesiveness families were compared statistically using a simple ANOVA.

No significant differences were found among the three family groups in their use of confirming or non-immediate messages. Significant differences were found in the extent to which family members perceived themselves to be confirmed by one another. Low cohesiveness family members perceived themselves to be least confirmed and high cohesive family members perceived themselves to be most confirmed. Significant differences among low, moderate and high cohesive families were also found on the modified FACES subscales of emotional bonding, decision making, interests and recreation, and space.

THE EFFECT OF A RELATIONSHIP ENHANCEMENT PROGRAM ON MARITAL COMMUNICATION AND SELF-ESTEEM

Order No. DA8409775

GREENE, GILBERT JOSEPH, PH.D. *University of Illinois at Urbana-Champaign*, 1984. 192pp.

The purpose of this research was to examine the following hypotheses: (1) Subjects (Ss) in a Relationship Enhancement (RE) program will experience greater increases in self-esteem within the marital relationship than Ss in a comparison group who receive no treatment; (2) Ss in a RE program will experience greater increases in perceived quality of marital communication than Ss in a comparison group who receive no treatment; (3) There is a direct positive relationship between marital communication and self-esteem. RE is a communications training model that can be used for marriage enrichment. The RE program in this study consisted of six weekly two hour sessions.

The total sample consisted of thirty-two couples recruited from churches. Fourteen couples in the treatment condition and eighteen couples in a waiting list comparison condition. Eleven of these latter couples later completed the RE program and were included in the analysis. The basic design was quasi-experimental in that random assignment of couples to groups was not used. The dependent variables were measured by the Rosenberg Self-Esteem Scale and the Marital Communication Inventory. The first two hypotheses were examined using analysis of covariance and t-tests. Pearson product-moment correlations were used to examine the third hypothesis. In addition, excerpts of audiotape recordings of group sessions were qualitatively analyzed.

Overall the research hypotheses were supported by several statistically significant findings as well as the findings from the qualitative analysis. Implications for practice and research were discussed.

TRANSCULTURATION: THE RELATIONSHIP BETWEEN BREACH MANAGEMENT AND FAMILY PARADIGM IN EXPERIENCING A NOVEL CULTURE

Order No. DA8410298

KANG, KYUNG-WHA, PH.D. *University of Massachusetts*, 1984. 287pp. Director: Professor W. Barnett Pearce

From an interpretive standpoint, traditional assimilation/acculturation research is criticized for its linearity assumption and imposition of researcher-defined, ocular categories upon subjective experiences of social actors. In its place, the "transculturation" perspective is offered. Consistent with the interpretive understanding of the reflexive process between higher level meanings and concrete level social actions, transculturation is defined as "the process in which an individual accommodates novel experiences with his/her existing interpretive scheme with resulting changes in the interpretive scheme itself."

To empirically observe that process, interpretive scheme was conceptually reduced to "family paradigm" (or a "shared" environmental orientation among family members), and accommodation acts to "breach management acts" (required of an immigrant following the breach of a host cultural norm). Previous research on family culture and individual performance outside of family provided initial hypotheses in the relationship between family paradigm and breach management acts of transculturating individuals.

A group of Korean college students (and their parents) in the United States was investigated using questionnaires which placed them in hypothetical but likely interaction situations with an American. Each subject described his/her remedial action following a breach described in the situations in terms of various "logical forces" (as conceptualized in the theory of the Coordinated Management of Meaning), which were then related to various dimensions of his/her orientation toward the American society.

Data analysis using nonparametric statistics resulted in refuting the very concept of a family paradigm, i.e. the assumption of "sharedness" was not met for the families investigated, although post hoc analysis revealed linkages between clusters of diverse dimensions of individual subjects' orientation toward the host society and the structure of their breach management acts. Tentative explanations of the linkages are provided, with the caution that the findings may be specific to the group studied, although the analytical framework itself was designed to be non-specific as to subjects.

A FORMAL MODEL OF INFORMATION EXCHANGE IN INITIAL INTERACTION

Order No. DA8411156

KELLERMANN, KATHERINE ANN, PH.D. *Northwestern University*, 1984. 447pp.

Information exchange in initial, dyadic interaction was modeled through the specification of system components and recursive equations. Form components (regulating the interaction), content/information components (regulating the information exchanged), value components (regulating the perceptual judgments occurring), and structure components (regulating the mode of exchange) define actors' interaction patterns in initial interactions. Conceptually, the model describes actors as having predispositional tendencies corresponding to the components which are instantiated in a given interaction. Global alterations of these tendencies occur over time, reflecting actors' desires in initial interaction. Local alterations of the desires occur in response to prior acts in the conversation. Each act is defined by characteristics corresponding to the components (local characteristics), averaged across all acts to model impressions (global characteristics) actors have of initial interactions. The information characteristics drive the model in that they are the sole determinants of changes in the value global desires.

The model was tested by examining the impact of one global desire (anticipation of future interaction) on one set of characteristics (information characteristics), and on all global desires. The anticipation of future interaction was found to be overemphasized in the model, entering into more equations than the data indicated it should. The information characteristics generally reflected steadily increasing values over time, as posited by the model. The equations for determining changes in the value global desires were generally validated while the equations for modeling global characteristics were only partially supported. In general, the model was found to have some validity, though the emphasis on the anticipation of future interaction requires reexamination.

THE RELATIONSHIP BETWEEN PERSON-CHARACTERISTICS AND ATTITUDES TOWARD BLACK AND WHITE SPEAKERS OF INFORMAL NON-STANDARD ENGLISH

Order No. DA8412234

ROBINSON, JAMES ADOLPH, PH.D. *The University of Michigan*, 1984. 112pp. Chairman: Richard L. Allen

This study examined and discussed how the speaker's degree of cognitive complexity and racial belief influence his or her language attitudes. Few investigators have examined language attitudes from the perspective of cognitive complexity. Attitudes consist of cognitive components and hypothetical constructs. Therefore, cognitive complexity is a basic component of attitudes. Previous investigations in language attitudes have shown that the perceived racial/ethnic characteristics of a speaker are an influencing factor in listener evaluation. However, previous investigators did not measure the subjects' attitudes toward racial/ethnic groups. In the present study, the two variables, cognitive complexity and racial bias, were combined to form a higher order construct called person-characteristics. Subjects were grouped into four person-characteristic categories: (1) those low in cognitive complexity and low in racial bias, (2) high in cognitive complexity and low in racial bias, (3) low in cognitive complexity and high in racial bias, and (4) high in cognitive complexity and high in racial bias. An unexpected percentage of respondents were high in cognitive complexity and high in racial bias. The Matched Guise technique with a control group and with speakers using informal Non-Standard English was used as a stimulus to elicit listeners' responses. The results indicated that those high in cognitive complexity and high in racial belief (bias) were influenced by their beliefs about other racial/ethnic groups. That is, a person who is high in cognitive complexity and high in racial bias will elicit stereotypical attitudes toward a racial/ethnic group. The findings of this study seemed to indicate that whenever race was associated with the speaker's identity, this factor became an influencing element in the respondent's rating. Person-characteristics (combining of cognitive complexity and racial bias) provided a higher order construct that was a significant predictive measure in language attitudes. The findings generated in this study add to the expanding body of research on language attitudes.

PARALINGUISTIC, KINESIC, AND VERBAL INDICATORS OF UNCERTAINTY IN ATYPICAL INTERACTIONS

Order No. DA8411183

RODGERS, MARK JAMES, PH.D. *Northwestern University*, 1984. 143pp. Director: C. R. Berger

Previous research on focused attention, cognitive tuning, and the "MUM" effect had demonstrated that atypical events exaggerated observers' information processing. The present study extended that inquiry, first, by exploring the relation between an interpersonal event's typicality and its emotional tone, and, second, by examining the impact of encoding in atypical scenarios on actors' filled and unfilled pausing, verbal productivity, dispositional informativeness and attributional confidence judgments, speech onset latencies, and self-focused touching.

In a preliminary scaling study, undergraduate subjects rated the typicality and emotional positivity of two hundred and twenty communication events. A strong curvilinear connection was found between the events' perceived typicality and emotional positivity: atypical events were either extremely negative or extremely positive; typical communication events were neither extremely negative nor extremely positive.

In a subsequent enactment study, subjects encoded in one of the six cells of a three-by-two between-subjects design. The first factor was the type of scenario, or Script Type (atypically negative, mundane, or atypically positive) in which the subject encoded; the second factor was the Target Person (acquaintance or closest friend) with whom the subject imagined he was communicating. All enactments were videotaped and transcribed for the nonverbal dependent measures.

No effects were observed for the Target Person variable. However, results suggested that, compared to those in the mundane Script Type, subjects communicating in either of the two atypical Script Types felt their enactments revealed more about personal dispositions, and were more confident in these attributions. Further, actors encoding in the atypical scenarios were also more repetitious, and less verbally productive. Psychosocial uncertainty seemed to mediate the preceding results, while subjects' speech onset latencies

and adaptor duration were mediated by anxiety. Subjects encoding in the atypically positive Script Type produced unfilled, interactive pausing. The implications of both studies for research into interpersonal awareness are discussed.

THE EFFECTS OF PHYSICAL ATTRACTIVENESS ON PERSPECTIVE-TAKING, PERCEPTION OF SITUATION AND COMMUNICATION STYLE

SALSBURY, GREGORY BRANDON, PH.D. *University of Southern California*, 1984. Chairman: Professor Michael Hecht

This empirical study examined differences in three general communication skills--perspective-taking, situation perception and communication style--as a function of physical attractiveness. It was hypothesized that highly attractive persons would exhibit different skills than would unattractive persons in each of these areas. Subjects were asked to imagine a situation in which they needed to request a loan of notes from a fellow student. They completed a questionnaire which asked them to construct a persuasive message for the target lender, and answer numerous self-report questions designed to measure the three communication variables. Perspective-taking was operationalized by two factors--form and support; situation perception by five factors--resistance to persuasion, rights, importance of task, relational consequences and apprehension; and communication style by four factors--attentiveness, animated, communicator image and dominance. In general, the hypotheses were not supported. Of 36 relevant F tests, only 3 were significant, and these demonstrated small effect sizes. In addition, one of the effects was contrary to prediction.

With respect to perspective-taking, form and support failed to demonstrate any significant influence on any of the variables. Also, results indicate that perception of the situation appears not to be related to physical attractiveness. Of the five factors tested, only resistance, yielded expected results. The greater the attractiveness of the subject, the less resistance s/he expected to his/her request. A second finding, contrary to prediction, indicated that the more attractive the target was perceived to be, the less apprehensive was the subject.

Only one of the four communication style factors, expressiveness, contributed a significant amount of variance, and only for one of the four hypotheses. The more attractive the dyad (subject and target), the more expressive were the participants.

Improvements on traditional physical attractiveness research included: (1) Utilizing live subjects as opposed to photographs; (2) obtaining both the subjects and the judges' rating of the target's attractiveness; (3) constructing a multiple item scale for the measure of physical attractiveness; (4) measuring perceptions of ethnic differences in physical attractiveness; (5) measuring actual rather than perceived differences in attractive versus unattractive persons.

(Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089.)

AN EVALUATION OF FAMILY DEVELOPMENT I: UNDERSTANDING US, A MODEL OF FAMILY FUNCTIONING USING ADAPTABILITY, COHESION, AND COMMUNICATION

Order No. DA8414938

SCHAFFER, WILLIAM ROBERT, PH.D. *University of Southern Mississippi*, 1983. 94pp.

This study was conducted to evaluate the effects of the Family Development I: Understanding Us (UU) program using mother's responses as an indication of the family's interactional patterns. A determination was made as to the effect participation in UU has on the level of family adaptability, cohesion, and communication.

A total of 20 families was recruited to participate in the study. These were randomly assigned to one of two groups, Understanding Us (UU) program group or the No Treatment Control (NTC) group. Before treatment began, mothers of families in both groups were administered the modified form of Locke's Marital Adjustment Scale to identify and screen couples in which marital discord is present. The Marital Communication Inventory was administered as a pretest. The NTC was then dismissed until posttesting, while the UU group met with the instructors two nights per week for 2 weeks. Of the 20 families beginning the study, 17 families followed through and completed training and posttesting. All mothers were posttested with the Family Environment Scale and Marital Communication Inventory. A one-way analysis of covariance was performed on obtained data with the .05 level set as the statistically significant level. Additional findings were subjected to statistical analysis using correlated and independent *t* tests.

The results did not suppot stated hypotheses. It was found that mothers of families participating in the Understanding Us program did significantly increase their level of communication as measured by the Marital Communication Inventory pre- and posttest scores. Mothers of families participating in the No Treatment Control group did not. The non-quantifiable, descriptive data obtained on the program evaluation completed by participating fathers indicated increased interest in, and understanding of, family functioning on their part.

EFFECTS OF SITUATIONS, TARGET, AND INTERPERSONAL COSTS UPON COMPLIANCE-GAINING MESSAGE CHOICES: A BEHAVIORAL ANALYSIS

Order No. DA8412805

SCHLUETER, DAVID WALTER, PH.D. *University of Missouri - Columbia*, 1983. 164pp. Supervisor: Dr. James W. Gibson

This study examined the effects of duration of consequences and interpersonal orientation features on persuasive strategy choices. It measured these choices by having subjects communicate strategies. The study explored the effects of interpersonal costs on message choices and probed the relationship between self-presentation and compliance-gaining.

Strategies were collected by role playing/simulating four contexts. These contexts were pretested and varied systematically along the duration of consequences and interpersonal orientation features. Two male confederates aided in these simulations through standardized performances. 60 male subjects both communicated and self-reported strategies and concluded the simulations by responding to manipulation check items for the independent and interpersonal cost variables. Interpersonal costs were assessed by randomly selecting communicated and self-report strategies from the simulations, and having 528 subjects evaluate the strategies on attraction, credibility and communicator competence measures.

Cluster analyses of the strategies revealed that the majority of communicated and self-reported strategies clustered separately. Results suggested that subjects used basically positive strategies; self-presentation provided a viable explanatory framework for this finding. The interpersonal orientation feature appeared to influence choices. Subjects used more direct/rational and exchange strategies with interpersonal targets, while altruism strategies were more prevalent with noninterpersonal targets. Duration of consequences appeared to influence choices, as nonverbal aversive stimulation and inaction strategies clustered in short-term consequences contexts. The blaming strategy appeared to be the result of an interaction between long-term consequences and noninterpersonal target features.

Results of interpersonal costs indicated that agents rated on used strategies were viewed more attractively, credibly and competently than when rated on unused strategies. A striking third-order effect was uncovered on the competence measure as agents were rated equally competent regardless of the strategy levels in the long-term consequences, noninterpersonal situation. Taken together, it seemed people were projecting the best strategies in an effort to gain compliance, and the role of self-presentation in the compliance-gaining process was discussed as a result of these data.

AN EXPERIMENTAL ANALYSIS OF JURY SIZE AND DELIBERATION PROCESSES

Order No. DA8412557

TARTER, BARBARA JEAN, PH.D. *Ohio University*, 1983. 218pp. Director of Dissertation: Ted J. Foster

This study examined the effect of jury size on the deliberation processes of simulated jurors. After viewing a videotape of a criminal trial, subjects were asked to list those arguments they thought favored the prosecution and those they thought favored the defense. Each of these arguments was rated according to its perceived importance in the trial on a seven-point scale.

Immediately following the viewing of the trial stimulus, subjects were randomly assigned to juries of size five, six, and twelve. Subjects deliberated until a unanimous decision was reached or until the deliberations ended in a hung jury.

The major hypotheses dealt with any differences in the argument generation of subjects assigned to large and small juries. A 2 x 2 x 2 split-plot, repeated measures factorial design was used for the analyses. The three variables included treatment (before/during deliberations), categorical variable of argument type (prosecution/defense) and size of jury (large/small). No significant differences were found in the quantity or mean quality ratings of arguments generated before or during deliberations by subjects assigned large and small juries.

Two additional content areas emerged from the research. The first dealt with the relationship of argument generation to final verdict. Both multiple regression and discriminant analysis were conducted on the arguments generated. Both analyses indicated a strong relationship between the quantity and mean quality ratings of arguments generated and final verdict. The quantity and mean quality ratings of defense arguments appeared to be the best predictors of and discriminators between final verdict. The second content area dealt with minority opinions or the ability of an individual to voice those arguments generated prior to deliberations during deliberations. Contrary to previous research, subjects assigned to a large jury has a greater opportunity to voice those arguments generated prior to deliberations during deliberations than subjects assigned to a small jury.

AN INVESTIGATION OF INTERPERSONAL COMMUNICATION PROBLEMS WITHIN THE FORMAL ORGANIZATION: AN INTERDISCIPLINARY APPROACH TO RESEARCH

Order No. DA8411918

VEZZUTO, LUCY ANN, PH.D. *Claremont Graduate School*, 1984. 263pp.

This investigation began with a pilot study designed to apply an anthropological linguistic model of communication to research within the oganizational setting. As a result, the investigation was focused in terms of an analysis of the research on organizational communication problems. The identification of principles, concepts and assumptions guided this investigation.

The results of this analysis revealed that (a) there was no integrated theory guiding such research, (b) prescriptions for "solving" such problems did not provide adequate descriptions and definitions, (c) most of the data collected on the topic was quantified and "processed" through surveys and second hand reporting, and finally (d) there was little attempt to record and observe the face-to-face interaction of individuals within the organizational setting.

A further outcome of the investigation was the proposal of an interlock between the principles of Regan's model used in the pilot study and Rogers and Kincaid's convergence theory of communication. It was found that both shared what could be called a semiotic viewpoint and both defined communication as an information-exchange process. In addition, both models compel the researcher to study relationships and interaction. Thirdly, a useful definition of a communication problem was developed from the connection, namely that it is a process of divergence from mutual understanding which results in a mismatch of signals.

The convergence theory provided the theoretical foundation for research and the elements of information theory, cybernetics and the systems concept. The anthropological linguistic mismatch model extended this theory and provided the categories for the analysis of the content of shared information as well as the methodological tool for recoding descriptive data.

The contribution of each model was discussed and a synthesis for a more comprehensive perspective for research and theory-building was provided. In addition, a concept of the organization as a type of culture contributed an explanation for the dissonance that occurs on issues of self-interest, and disparate values and beliefs within the organization.

This theoretical investigation offered methodological guidelines for implementing research on the causes of communication problems within the formal organization and presented hypotheses for further study.

MOTHER-CHILD INTERACTION: A PSYCHOGENIC FACTOR OF LANGUAGE DEVELOPMENT

Order No. DA8414535

WALTER, MARIE LUCILLE, PH.D. *Wayne State University*, 1984. 80pp. Adviser: Asa Brown

This study examines mother-child attachment and its relationship to language development in twenty-four to thirty-six month old children. Thirty children, sixteen of whom were boys and fourteen of whom were girls, between the specified age limit who obtained at least an average IQ on the Stanford-Binet, Form L-M, and their mothers were selected to participate in the study. The Mother-Care Variable Scale, adapted from Ainsworth's *System for Rating Maternal-Care Behaviors*, was used for judging specific attachment behaviors. The children were grouped as "attached" or "detached" as a result of their mother's score on the Maternal-Care Variable Scale. The children in both groups were then sorted by sex and randomly placed in either the research or control group. As a result, there were four girls and four boys in both the "attached" research and the "attached" control groups. The "detached" research and "detached" control groups were composed of three girls and four boys. A sample of the children's language was recorded during the first and last sessions. It was analyzed for mean length of utterance, mean length of response and mean sentence length. During the study, the mothers of the children who composed the research group met weekly with the writer over a four-week period. During these meetings, specific suggestions and directions were given to the mothers based on their child's levels of cognitive and language ability to help facilitate the development of better language skills. The mothers of the children in the control group were told that a goal of the study was to encourage language development through play activities. No further direction or support was given to them during the four weeks. Analysis of variance of the difference scores of the mothers indicated that the mother's attachment behaviors changed positively. The results of analysis of covariance of the difference scores of the children's language scores did not show significant change except that the total research group showed significant gain over the total control group in mean sentence length. Implications of the research findings and limitations of the study are provided.

AN ANALYSIS OF COGNITIVE AND AFFECTIVE RESPONSES TO TRAINING IN THE SYSTEMS THEORY OF INTERPERSONAL INTERACTION

Order No. DA8410235

WEINSTOCK, BETH, PH.D. *Temple University*, 1984. 177pp.

This study was an exploratory investigation of the cognitive learnings and affective responses of a group of subjects learning systems theory as it relates to interpersonal interaction. The purpose of the study was to collect data and to organize it in such a way that educators might become aware and sensitive to the learner's processes in making a shift into thinking within a systems paradigm. A review of the literature substantiated the need for such a study in that it showed a growing application of general systems theory to fields in the behavioral sciences, and yet showed a paucity of research and/or data on the learning process of general systems theory.

The study involved a 9-hour training on general systems theory and social interactions using the unit of the family as a vehicle for study. Participants in the training were interviewed for their cognitive learnings and affective responses to the training. A qualitative analysis of the interviews shows three cognitive areas to emerge as most salient: (1) man-in-context, (2) interpersonal triangles and (3) feedback. These content areas are presented according to mastery levels of understanding, with annotated examples of all levels. Three affectual response categories emerged from the data: (1) a general sense of challenge is learning the material, (2) issues related to language, and (3) experiences of comfort vs. discomfort. Affactual response categories are presented in the study with subcategories under each, and examples from the interviews of each category.

Implications from the study include the need for educators to recognize how challenged learners may be in the process of coming to understand systems thinking. Educators may expect cognitive dissonance, intellectual confusion and inconsistent understanding. Educators may expect a range of affectual responses including resistance, anxiety, frustration related to language usage, and also a sense of relief from guilt reduction.

Recommendations from the study include further research to explore ways of teaching systems theory that minimizes resistance while maximizing understanding. Suggestions are made to compare the learning process of different learning groups and also to compare results from different teaching methodologies.

THE INFLUENCE OF AGE AND SEX ON PERCEPTIONS OF COMMUNICATION COMPETENCY: AN EXPLORATORY INVESTIGATION **Order No. DA8418003**

YOUNG, LESLIE JANE, PH.D. *Bowling Green State University*, 1983. 189pp.

This study sought to examine the relationship among the variables age, sex, and communication competency. A 2 x 3 x 2 factorial design involving two levels of sex of subject (male and female), three levels of age of target-other (young, middle-aged, and elderly), and two levels of sex of target-other was employed. Data generated from a total of 720 subjects (360 males and 360 females) was analyzed. The 720 subjects completed the Communication Adaptability Scale which measured their perceptions of their own communication competency and their perceptions of the communication competency of target-others. Multivariate analysis of variance, multiple discriminant analysis, and canonical correlation analysis were the statistical models applied to the data base.

Multivariate analysis of variance revealed significant sex of subject, age of target-other, and sex of target-other effects. Multiple discriminant analysis revealed: (1) male and female subjects were maximally differentiated in terms of a humorous tension release function; (2) the three levels of age of target-other were maximally differentiated in terms of Root 1 enjoyment of social situations, and Root 2 warmth and disclosure; (3) male and female target-others were maximally differentiated in terms of a defensiveness and wit function. There were no significant interactions between sex of subject, age of target-other, and sex of target-other. Canonical correlation analysis was used to examine the interrelatedness of the subjects' self-perceived communication competency and their perceptions of target-others' communication competency. The analysis extracted four significant canonical roots.

Results of this study suggest further research (1) among the age levels investigating warmth and disclosure, (2) in social interactions of the elderly, (3) in self-esteem perceptions of the elderly, (4) considering society members' expectations of the elderly, (5) and in the area of male/female communication using the construct humor and anxiety should prove fruitful in understanding current intergenerational communication and will hopefully improve crossgenerational communicative adaptability.

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